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AUTHOR deBroekert, Carrol
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ABSTRACT

Recommendations related to systematic statewide planning for Oregon community colleges are provided in this position statement. Goals, proposed accomplishments, and projected activities are outlined. Priorities for management by objectives in the community colleges are given as to instruction-related priority needs and management-related priority needs. (DB)

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WITHIN REACH

Systematic Statewide Planning for Oregon Community Colleges

By Carrol deBroekert
Associate Superintendent
Instructional Services
Oregon Board of Education

Adopted by the Oregon Board of Education
February 16, 1973

JC 740 256

One of a series of statements relating to the Oregon Board of Education's priorities for Oregon education.

Carrol deBroekert was chairman of the social sciences department at Lane Community College when he joined the Oregon Board of Education staff to help draft guidelines for vocational education in high schools based on the occupational cluster approach. Since his appointment as Associate Superintendent for Instructional Services, the Oregon Board of Education has published a series of career cluster guides for use by secondary teachers and promoted emphasis on career education at high school and community college levels.

deBroekert, 37, received his bachelor's and master's degrees in political science and history at the University of Oregon, and is a doctoral candidate in the areas of curriculum and supervision. He taught in Eugene high schools before becoming a Lane Community College faculty member. At Lane, he supervised the law enforcement and fire prevention technology programs.

SUPERINTENDENT OF PUBLIC INSTRUCTION
Dale Parnell

SALEM, OREGON 97310

LETTER OF TRANSMITTAL

Mr. Francis I. Smith, Chairman
State Board of Education
942 Lancaster Drive N.E.
Salem, Oregon 97310

Dear Mr. Smith:

We transmit with this letter the sixth in a series of position statements for consideration by the Oregon Board of Education. This paper represents recommendations with respect to systematic statewide planning for Oregon community colleges.

Oregon community colleges have set out unabashedly to become one of the nation's finest systems of two-year post-high school educational institutions. In the past decade, 13 community colleges have been established, and their almost incredible growth proves that they are beginning to fill an educational gap long unmet. But if that growth is to meet the objective of bringing quality post-high school education within reach of all Oregonians, it must be planned and systematic.

Commendation is due Mr. Carrol deBroekert who prepared this paper in cooperation with other Oregon Board of Education staff members. This young, dynamic Associate Superintendent has drawn upon his own direct involvement in the development of one of the state's first and largest community colleges and his close working relationships with other state and national leaders in the community college movement. His experience as a teacher and administrator has provided insights which help make this paper a significant contribution to Oregon education.

This is a blueprint for action. But positive results will require input and full cooperation from community college board members, students, teachers, administrators, and citizens. We have tried to secure reactions from a broad cross-section of interested groups to the recommendations herein and believe this paper represents a consensus on this next step in the implementation of Oregon Board of Education priorities.

Cordially,

Dale Parnell

Dale Parnell
Superintendent
Public Instruction

DP:js

WITHIN REACH: SYSTEMATIC STATEWIDE PLANNING FOR OREGON COMMUNITY COLLEGES

INTRODUCTION

Since 1960 Oregon's community colleges have grown from a neophyte program with limited offerings to 13 functioning community college districts in 1972. These districts served an unduplicated enrollment of over 67,000 students during the fall term of 1972, and last year they enrolled over 135,000 different individuals. In keeping with legislative policy, Oregon community colleges are post-high school institutions under the general supervision of the State Board of Education (hereinafter referred to as the Board). They are intended to provide a broad spectrum of services for Oregonians including career preparation, college parallel, adult, continuing, community education, developmental, and counseling and guidance programs or services.

THE PROBLEM

Although Oregon now has 13 community college districts with the potential to serve about 80 percent of the population, the state's community college program faces several unsettled issues and problems. Some of these issues are how to: (1) provide for the orderly inclusion of all areas of the state into community college districts while maintaining local initiative and option; (2) provide for adequate financial support and in the process bring about an equitable distribution of this financial burden among federal, state, and local governments; (3) provide a broad variety of cost-effective educational offerings; (4) resolve the increasing reluctance of voters to approve larger budgets annually and, at the same time, meet the demands for increased revenues; (5) strengthen relationships and improve articulation among highly selective universities, four-year colleges, and community colleges; and (6) assure that community college districts meet the legislative challenge to fill the institutional gap.

The Board has, by past action, indicated its awareness of many of these problems and has committed itself through its statement of priorities to support the further "development of community colleges" and to provide assistance to "improve management." This immediate and long-range *Planning Statement* has been developed primarily to serve as an instrument to further implement this high priority responsibility and provide an orderly process for the development and growth of community colleges. The goals, proposed accomplishments, and projected activities set forth are aimed at giving special attention to the problems and issues previously identified.

THE GOAL

To fulfill its responsibilities, the Board will take necessary action to assure that community college programs and services are available to all Oregon residents not otherwise served by four-year colleges and universities.

Accomplishment No. 1: The Board will assist community colleges to develop programs which place broad opportunities for success-oriented post-high school education within reach of every Oregon citizen.

Activities:

1. For the purposes of clarifying attendance areas, the Board assigns those areas of the state not presently included in community college districts into the following attendance areas, subject to the right of remonstrance to improve educational services geographically:
   a. Tillamook and portions of Columbia County–Clatsop Community College District and Chemeketa Community College District
   b. Lincoln County–Linn-Benton Community College District and Chemeketa Community College District
   c. Curry County and Ash Valley–Southwestern Oregon Community College District
   d. Jackson County–Rogue Community College District
   e. Sherman County and portions of Hood River and Wasco counties–Mt. Hood Community College District
   f. Gilliam and Grant counties–Blue Mountain Community College District
   g. Wheeler County–Central Oregon Community College District
   h. Harney County and portions of Baker and Malheur counties–Treasure Valley Community College District
   i. Union and Wallowa counties–Blue Mountain Community College District
   j. Portions of Lake and portions of Klamath counties–Central Oregon Community College District

The foregoing will not affect existing community college boundaries, taxing authority, or tuition or fees.

2. The Board will maintain the policy, established by the legislature in ORS 341.009, that tuition in community colleges should be sufficiently low to permit students from low-income families to attend, and will report progress and problems to the legislature biennially.
3. The Board will assist local community college boards to eliminate residency barriers so that students in the State of Oregon shall have open enrollment opportunities.

Accomplishment No. 2: The Board will provide policies for the community colleges relating to a broad spectrum of program offerings and provide technical assistance in development of affirmative action plans.

1. By January 1974, the board will adopt guidelines which best assure that each community college will:
   a. Follow an open-enrollment policy
   b. Provide realistic options for youth and adults among a variety of educational programs
   c. Provide credit to students for courses satisfactorily completed which may lead to the award of a certificate or associate degree
   d. Provide access to fine arts, cultural, and student activities programs
2. By December 1973, the Board will prepare guidelines for community colleges to expand the post-secondary educational opportunities outside the classroom structure, including apprenticeship, in-service training in industry, and military programs.
3. By July 1974, the Department of Education (hereinafter referred to as the Department) will prepare, in cooperation with the Department of Higher Education, a draft of an updated policy statement which will provide full transfer rights to all qualified graduates of community colleges by state colleges and universities. The policy will include provisions for technical-vocational graduates.
4. By December 1, 1973, the Department will adopt an Oregon Administrative Rule which requires the community colleges to file an affirmative action plan consistent with the federal criteria and time schedule.

Accomplishment No. 3: The Board will continue to implement and evaluate a management system for the Department and will assist the community colleges in their management planning.

Activities:

1. The Board will support efforts during future legislative sessions to provide increased state-level funding of community college operating costs at the 60 percent level.
2. The Board will support legislation to provide operating cost support from state funds for counseling and guidance and community education programs in the community colleges.
3. The Board will support legislation authorizing redistribution of certain undistributed monies appropriated to community colleges on a pro rata basis to those community colleges over-realizing projected full-time students during either year of a biennium.
4. The Board will support legislation to provide equitable funding patterns for community college districts operating on the border areas of the state.
5. The Board will support 1973 legislation to provide an increase in the present state assistance formula for community college construction and to maintain the proportionate state financial effort.
6. The Board will introduce legislation during the 1975 session which would fund the project method of construction on each community college campus reaching enrollment plateaus during the 1975-77 biennium.
7. By December 1974, the Board, upon recommendation of the Community College Management Systems Commission, will recommend a management systems plan for community colleges, including but not limited to community college student registration, full-time equivalency accounting and reporting, construction formulas, statistical reporting and planning-programming-budgeting systems.
8. By September 1973, the Department will prepare an updated plan to avoid unnecessary duplication of unique technical-vocational programs in the community colleges. This plan will include written criteria for program approval and formal procedures for program allocation.
9. By May 1, 1973, the Department will develop an organized plan for advanced placement of students in Oregon. The plan will include ways to establish new patterns of education, enrich high school offerings through community college programs, dovetail high school career education programs with community college programs, develop formal agreements or pilot programs with high schools, colleges and universities.
10. By June 1973, the Department will develop a statewide management plan for educational

personnel development which requires the community colleges to file their plans with the Board.

11. By December 1973, the Department will develop a plan for the continuous evaluation of the experiences of the community colleges with particular reference to student achievement and the implications of using the findings to improve management practices and accountability systems.
12. By March 1973, the Board will approve the community college personnel policies filed by each community college.
13. The Department will report to the 1973 Legislative Assembly action taken to manage and clarify the reimbursement policies relating to other adult education courses as provided for under ORS 341.625.

Accomplishment No. 4: The Board will develop a state-level plan for systematizing coordinated efforts among agencies sponsoring community college-type programs.

Activities:

1. By September 1973, the Board will adopt guidelines to be used by community college districts in developing and maintaining, in cooperation with other agencies and boards concerned, an assignment of functions relating to community college-type programs. These guidelines will request each community college district to:
   a. Assume primary responsibility for regional coordination of community college-type programs;
   b. Formalize regional coordination functions by written working agreements with other appropriate agencies;
   c. Update its Long-Range Plan, now on file in the Department, in keeping with these guidelines.
2. By May 1973, the Department will, in cooperation with the Department of Higher Education, update the joint agreement relating to the allocation of functions in adult and continuing education programs in Oregon.
3. The Department will develop state-level working agreements, aimed at maximizing the use of educational resources, with such agencies as State Apprenticeship Council, Employment Division, and Bureau of Labor.

PROPOSED OREGON BOARD OF EDUCATION PRIORITIES FOR MANAGEMENT BY OBJECTIVES

INSTRUCTION-RELATED PRIORITY NEEDS	COMMUNITY COLLEGES
EXPAND CAREER EDUCATION DEVELOPMENT	Provide diverse occupational training programs, reflecting current manpower needs, that assure each learner a reasonable chance for gainful employment in an occupation that suits his talents and interests.
IMPROVE OPPORTUNITIES FOR POST-COMMUNITY COLLEGE EDUCATION	Provide instructional programs commensurate with lower-division offerings of the four-year institutions so that learners planning to continue their formal education beyond the associate degree will have increased opportunities to achieve their goals.
IMPROVE ADULT EDUCATION AND COMMUNITY SERVICE PROGRAMS	Expand adult education programs to provide basic skills to more undereducated adults; integrate adult education with other instructional programs to assure the coordinated learning of basic and occupational skills; increase developmental education opportunities for citizens to renew or learn new vocational, avocational, and leisure-time skills in their own communities.
INCREASE OPPORTUNITIES TO PARTICIPATE IN LEARNING PROGRAMS	Increase opportunities for learning by providing independent study, off-campus study, and, when appropriate, such innovative registration practices as flexible admission and open enrollment.
IMPROVE GUIDANCE AND COUNSELING SERVICES	Help each learner identify his own talents and interests, and help him make vocational choices that utilize his talents as well as conform to the realities of the job market.
EXTEND INCREASED EDUCATIONAL OPPORTUNITIES TO 16-YEAR-OLDS	Respond to the unique learning needs of secondary students aged 16 and over who, in the judgment of high school officials, can more successfully meet their educational goals at a community college.
MANAGEMENT-RELATED PRIORITY NEEDS	
PLACE COMMUNITY COLLEGE PROGRAMS WITHIN REACH OF EVERY OREGON CITIZEN	Provide for the development of community college programs which place a variety of opportunities for post-high school education within reach of every Oregon citizen.
IDENTIFY EDUCATIONAL NEEDS	Help community colleges involve a wide representation of citizens in identifying educational needs and in deciding how to meet these needs.
EVALUATE PROGRAM PROGRESS	Develop and implement methods of measuring the progress of each community college in terms of what has been learned by its students.
IMPROVE FINANCING OF COMMUNITY COLLEGES	Develop public awareness of each college's financial needs and greater understanding of how current funds are being spent; develop budgets related to district-based educational goals; and revise accounting procedures to conform to program budgeting systems.
IMPROVE MANAGEMENT OF COMMUNITY COLLEGES	Assist community colleges in developing management and personnel systems that assure efficient use of staff and other resources in meeting instructional goals; and help the colleges develop staff competencies in establishing and operating such systems.
INCREASE AGENCY COORDINATION	Assure coordination among agencies providing community-college-type programs by developing a statewide plan for regional responsibility for specific post-secondary instructional offerings.

OREGON BOARD OF EDUCATION PRIORITIES FOR MANAGEMENT BY OBJECTIVES

COMMUNITY COLLEGES

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INSTRUCTION-RELATED
PRIORITY NEEDS

1.0 EXPAND CAREER EDUCATION OPPORTUNITIES

By increasing the diversity of occupational training programs for youth and adults, in keeping with current manpower needs, which will assure each learner a reasonable chance for gainful employment in an occupation that suits his talents and interests.

2.0 ENHANCE STUDENT TRANSFER OPPORTUNITIES

By developing policies and practices which facilitate the transfer of students from community colleges to four-year institutions through such means as: (1) providing for priority in four-year institutions in the allocation of student aid funds for transfer students, (2) establishing and maintaining open communication between faculties, and (3) developing admission policies which assure openings for transfer students in upper division programs.

3.0 IMPROVE ADULT AND CONTINUING EDUCATION PROGRAMS

By facilitating a better match between instructional offerings and students that will reflect a realistic assessment of the competencies of the individual and the social and economic needs of the community. Emphasis will be given to basic skills for the undereducated, occupational training and upgrading and the development of citizenship competencies.

4.0 EXPAND OPPORTUNITIES FOR PERSONS WITH SPECIAL NEEDS

By increasing the variety of creative learning experiences in which the mix of actual and potential students can enroll, and; by recognizing that the diversity includes people from educationally disadvantaged and culturally different backgrounds, the handicapped, students who need accelerated and enriched programs, high school students in advanced placement programs, and those beyond the traditional 18-24 year age group.

5.0 IMPROVE STUDENT SERVICES

By developing guidelines and practices which directly relate to the needs of students for services in counseling, financial aids, educational and employment placement and student activities.

MANAGEMENT-RELATED
PRIORITY NEEDS

6.0 IMPROVE ARTICULATION FOR LIFE-LONG LEARNING

By developing and implementing a statewide system of articulation that

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will continuously involve educational agencies and institutions at all levels, with the learner the center of concern.

7.0 ASSESS PROGRAM PERFORMANCE SYSTEMATICALLY

By developing a support plan which will assist each community college to maintain institution, program and course level goals and expected student outcomes; and a system for assessing performance in terms of student achievement.

8.0 CONTINUE TO IMPROVE FINANCING OF COMMUNITY COLLEGES

By increasing public awareness of the financial needs of the community college system and a greater understanding of how funds are currently being spent; and by improving the financial stability of each institution through an evaluation of alternative systems and proposing legislation and supporting desirable revisions.

9.0 IMPROVE OPPORTUNITIES FOR INSTITUTIONAL DIVERSITY AND INNOVATIVE MANAGEMENT

By encouraging each institution to: (1) provide aggressive leadership which will result in achieving equality of educational opportunity for all population groups in their service area, (2) search for means to improve the educational experience of each student, (3) make better use of resources, particularly by seeking ways to improve instructional quality while better controlling the cost per student, and (4) place greater priority on problems that concern the institution's sense of purpose, potential for local governance, and adaptation to new situations and demands.

10.0 IMPROVE STAFF DEVELOPMENT PROGRAMS

By coordinating on a statewide basis the identification of needs and the matching of priority-needs with available resources; by expediting the expansion of needed in-service programs that are adequately financed and managed by each community college, and by supporting the orderly development of essential pre-service programs.

PRIORITY NEEDS	SDE PROPOSED ACCOMPLISHMENTS
1.0 EXPAND CAREER EDUCATION OPPORTUNITIES	The SDE Shall: 1.1 By December 1975, develop and implement a manpower data/curriculum management system to relate occupational training programs to manpower needs, employment opportunities, student career goals and student needs. 1.2 By July 1975, develop, in cooperation with community colleges, a model long-range state-wide plan for one major occupational area and preliminary long-range plans for 12 additional major occupational areas to provide for identified manpower needs and student interests without unnecessary duplication of instructional programs. 1.3 By July 1975, make available comprehensive sets of field-tested curriculum materials for individualized instruction in 13 occupational areas and one allied subject area. 1.4 By December 1975, establish a communication plan for the exchange of information among the community colleges concerning current activities and exemplary practices in establishing new instruction delivery systems. 1.5 By July 1975, provide funding for developmental/exemplary instructional programs in a minimum of four priority manpower need areas. 1.6 By July 1975, provide financial grants to assist community colleges in solving complex planning problems.

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PRIORITY NEEDS	SDE PROPOSED ACCOMPLISHMENTS
2.0 CONTINUE TO IMPROVE STUDENT TRANSFER OPPORTUNITIES (Revised)	The SDE Shall:
	2.1 By July, 1975, prepare in cooperation with the Department of Higher Education an updated policy statement which will be directed toward facilitating transfer opportunities for community college students. Areas of mutual concern include a statewide articulation system, joint curriculum projects, student aid for transfer students at the upper division level, advanced placement and technical-vocational student transfer.
	2.2 By July, 1977, develop and conduct six statewide conferences/workshops in the transfer program areas representing major enrollments. Curricular developments, facilities and services (admissions, financial aids) and other topics valuable to those contemplating transfer will be studied by the participating community college and four-year institution faculty.
	2.3 By July, 1977, develop working agreements with the public four-year institutions that identifies the priority to be given by each institution in allocating student aid funds to transfer students.
(Revised)	2.4 By July 1977, assist the community colleges and State System institutions to identify and develop working agreements for the block transfer of credit in all associate degree program areas which has, or represents a potential for, a substantial number of transfer students.

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PRIORITY NEEDS	SDE PROPOSED ACCOMPLISHMENTS
3.0 IMPROVE ADULT AND CONTINUING EDUCATION	The SDE Shall:
	3.1 By July 1975, assist all community college districts in the development of an organized program of study and a method of determining student performance in order that each college may fulfill its role in providing for adult high school programs in keeping with the new minimum graduation requirements.
(New)	3.2 By December 1975, **identify and disseminate alternative processes used by the community colleges to confirm the need for conducting of state** reimbursed adult and continuing education courses--with the aim of providing evidence that local boards/administration function effectively in carrying out this process.
	3.3 By July 1976, develop and implement, in cooperation with community colleges, a system for identifying and anticipating specific needs of business industry and labor for new personnel and for the upgrading of existing employees.
(Revised)	3.4 By July 1977, conduct four workshops/institutes for adult and continuing education staff in the community colleges on practices being used in Oregon and nationally to improve the effectiveness of adult basic, developmental and community education programs.
	3.5 By February 1976, develop and disseminate a manual of successful practices directed toward facilitating the opportunities by which an out-of-high-school student may continue an educational program in a community college to complete GED test preparation or new Oregon graduation requirements.

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PRIORITY NEEDS	SDE PROPOSED ACCOMPLISHMENTS
4.0 EXPAND OPPORTUNITIES FOR PERSONS WITH SPECIAL NEEDS	The SDE Shall:

4.1 By July 1976, assist six community colleges to design and implement occupational programs to meet the special needs of the physically handicapped.

4.2 By December 1976, develop models, guidelines, staff development and resources to assist selected community colleges to initiate elements of external degree programs in technical-vocational, college transfer and adult/continuing education program areas.

4.3 By July 1977, conduct four staff development workshops/institutes to assist community colleges plan educational programs designed to serve students with special needs.

4.4 By July 1976, develop and pilot a system that will assist community college districts to: (1) identify the present and potential students with nontraditional learning needs, (2) assess these needs, and (3) provide appropriate delivery system on a priority basis.

4.5 By July 1977, develop and implement an information system that will assist community college districts to identify and obtain potential resources which may be used in installing delivery systems to meet special needs.

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PRIORITY NEEDS	SDE PROPOSED ACCOMPLISHMENTS
5.0 IMPROVE STUDENT SERVICES	The SDE Shall:
(New)	5.1 Beginning in the 1974-75 Fiscal Year, plan and conduct three workshops annually for high school/community college counselors designed to assist such personnel to identify and resolve problems relating to students concurrently attending or transferring between these schools/colleges.
(New)	5.2 By December 1975, develop and disseminate a manual of promising practices aimed at improving the ability of the community college personnel concerned to work with persons with special needs.
(New)	5.3 By December 1975, develop and implement an information system that will assist the community colleges to identify reverse transfer students and provide community college services **and establish the priority for entry.**
(Revised)	5.4 By March 1976, identify and validate alternative methods of **determining the** financial aid being received by students to determine that equitable distribution is being made and disseminate the findings with suggested guidelines for implementation.
(Revised)	5.5 By July 1977, identify and validate the most creative and effective practices being used by the community college staff to place students in their next educational step, employment or other community activity and disseminate the findings along with guidelines/procedures to assist the institutions in maintaining a central file on such activities.

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PRIORITY NEEDS	SDE PROPOSED ACCOMPLISHMENTS
6.0 IMPROVE ARTICULATION FOR LIFE-LONG LEARNING (Revised)	The SDE Shall: 6.1 By December 1974, assist all of the community colleges to develop written agreements for their respective regions with OSU Extension Service and the Division of Continuing Education relating to community college type programs, especially adult and continuing education. This activity is intended to identify areas of unmet need and unnecessary overlap 6.2 Develop and begin implementation, by September 1975, a statewide system of articulation which includes the following elements: (1) continuous involvement of school districts, community colleges and four-year institutions, (2) the legal structure for identifying/recognizing problems, gathering reactions and implementing solutions, and (3) provisions by which students can move between programs and instructional areas with continuity and minimum dislocation or duplication of effort, and (4) an information system to keep all concerned informed. 6.3 By July 1977, develop and conduct four regional workshops/conferences for staff at various levels of the educational system to enable them to more effectively facilitate the statewide articulation system. 6.4 By November 1975, assist the community colleges in the tri-county metropolitan area to improve articulation of program offerings by: (1) developing course goals and related performance indicators at the college level which articulate with similar high level courses, and compatible with the Tri-County Course Goal Project, (2) pilot a system to permit students to progress between educational levels on the basis of competency, and (3) provide for diffusion of the models and resource materials throughout the State. (Revised) 6.5 By December 1974, develop and disseminate promising practices followed by secondary schools and community colleges which provide for simultaneous enrollment, advanced placement and course challenge. Special attention will be given to activities which aid students aged 16 years and over whose unique learning needs may be most successfully met by attendance at a community college.

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PRIORITY NEEDS	SDE PROPOSED ACCOMPLISHMENTS
7.0 ASSESS PROGRAM PERFORMANCE SYSTEMATICALLY	The SDE Shall:
(Revised)	7.1 By June 1977, develop guidelines and provide for four workshops/conferences to assist community college districts in the short and long-range planning process. Included will be a consideration of: (1) the needs assessment process, (2) institution, program and course goals, and (3) a system for assessing program effectiveness in terms of student achievement.
(Revised)	7.2 By July 1976, develop, pilot and implement a statewide system of student follow-up with the findings being used to improve instructional and management practices.
	7.3 By July 1977, revise the existing career education program self-assessment manual and field test the assessment procedures in six community colleges.
(New)	7.4 By July 1977, assist the community colleges to develop, pilot and disseminate a self-assessment instrument for use in the other adult and continuing/community education programs.

PRIORITY NEEDS	SDE PROPOSED ACCOMPLISHMENTS
8.0 CONTINUE TO IMPROVE FINANCING OF COMMUNITY COLLEGES	The SDE Shall:
(Revised)	8.1 By June 1974, develop a rationale paper with supporting data/information for approval by the State Board that will justify state-level funding of community college operating costs for the 1975-77 biennium at 60 percent of the statewide average, not including non-reimbursable instruction and capital equipment.
(Revised)	8.2 By June 1974, develop a plan for retiring the state unmet financial obligations for building construction in the next 1-2 bienniums which has the approval of the community college administrators and the State Board for inclusion in the 1975-77 biennial budget.
(Revised)	8.3 By November 1974, prepare a report for approval by the State Board in keeping with ORS 341.009 (17), which sets forth present and projected student tuition rates and fees in Oregon community colleges and implications and problems relative to the enrollment of students from low and middle income families.
(Revised)	8.4 By July 1975, develop a draft of guidelines for administrative practices, including computing full-time-equivalency (FTE) generated for state financial support purposes, which will: (1) permit FTE to be based upon student accomplishment rather than on time spent in class/laboratory/shop, and (2) encourage colleges to give credit by examination and use new delivery systems.
(New)	8.5 By June 1974, develop guidelines for approval by the State Board for providing community college type services to regions of the state not presently in community college districts which will: (1) include alternative means for securing such services (2) a plan for making such guidelines known to citizens of the unserved areas, and (3) provisions for periodic progress reports to the Board on the extent such regions of the state are acquiring services.

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PRIORITY NEEDS	SDE PROPOSED ACCOMPLISHMENTS
9.0 IMPROVE OPPORTUNITIES FOR INSTITUTIONAL DIVERSITY AND INNOVATIVE MANAGEMENT	The SDE Shall:
(Revised)	9.1 By July 1977, with the concurrence of the community colleges, provide to the extent feasible for the use of elements of the NCHEMS (WICHE) information exchange system which will provide cost data that can be used at the institution and state level for such purposes as; (1) long range planning, (2) budget preparations, (3) facility planning, (4) improving program effectiveness, and (5) the general framework for a common report system within the state. Target date for adoption of the system is August 1974.
(Revised)	9.2 By July 1977, in cooperation with community college officials develop a system to determine the extent community college districts have sufficient independence/autonomy to: (1) provide for optimum diversity in instructional and management practices, (2) innovate when desirable, and (3) adapt to new situations and demands.
(Revised)	9.3 By December 1975, assist all of the community colleges to pilot the Educational Renewal Approach (Manasse) in the federally supported adult basic education programs and prepare a progress report. The aim of this Approach is to materially improve educational productivity while maintaining or increasing the quality of instruction. (Also see Proposed Accomplishment 7.1 that will impact on this Priority-Need)
(New)	9.4 By December 1974, develop a system for periodically reviewing (assessing) the basic plan for community colleges in the state within the context of all post secondary education and report the findings to the State Board and community colleges. Included in the system will be a consideration of such planning elements as goals, present and projected enrollments/resources, extent differentiation of functions among post secondary institutions, quality and provisions for improving existing community colleges, admission requirements and proposed changes, tuition trends and potential impact, extent statewide articulation is effective, and extent the community colleges are filling the gap.

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PRIORITY NEEDS	SDE PROPOSED ACCOMPLISHMENTS
10.0 IMPROVE STAFF DEVELOPMENT PROGRAMS	The SDE Shall:
(Revised)	10.1 By July 1976, develop, pilot and initiate implementation of a statewide information system for in-service staff development that: (1) establishes a common means for identifying staff development needs at each community college, (2) may be summarized at the institution and state agency levels, (3) will provide for coordinating needs/resources on a priority basis at the institution or state level, and (4) will assist in identifying/meeting priority needs on a special project basis and/or seeking special grants.
(Revised)	10.2 By July 1975, identify the need and request state funds for the 1975-77 FY to provide grants to each community college for in-service staff development. These grants will be aimed at improving the effectiveness of curricular offerings through the development and improvement of faculty, staff and program in primarily the college transfer and other adult and continuing education fields. **(Special Federal Funds are available for this purpose in the vocational-technical area.)**
	10.3 By July 1977, identify and disseminate the more creative and effective practices being used in the in-service staff development programs in the community colleges in Oregon and select other states.
	10.4 Beginning in the 1974-75 FY, plan and conduct one, or more, workshops in each community college district for instructors and administrators to assist in implementing instructional systems for open entry/open exit programs.

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